



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K519

PRINCIPAL: ANNA MARIA MULE'

EMAIL: AMULE@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anna Maria Mule'	*Principal or Designee	
Jeffrey Slater	*UFT Chapter Leader or Designee	
Glynnis Cook	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Zheng Chen Julissa Harell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Thompson	Member/	
Amira Myerson	Member/	
Tiffany May	Member/	
Mayleen Hughes	Member/	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review: 2011-2012 (pg.2 Improvement section) Strengthen the processes for classroom observations to ensure coherent effective feedback to teachers in order to improve instructional practices and student outcomes.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 , all teachers will have received a minimum of 6 partial period or full period observations that include targeted feedback to improve teachers' capacity to provide rigorous instruction, to use to data to inform instruction, and to establish a culture for learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Joined Teacher Effectiveness Pilot
- Participate in Monthly Teacher Effectiveness Training through Central and CFN 112
- Use Danielson tools to facilitate coaching conversations with teachers
- Establish a monthly area of focus in order to focus in on particular competencies and domains leading to improvement in those areas.
- Utilize ARIS learn and to gather observation data and then analyze school wide trends
- Provide training to instructional APs and teachers in norming to the rubric
- Teachers will create goals for their professional goals based on the Danielson Framework. Teachers will be able to reassess their goals at interim points throughout the year
- Create a protocol for pre-observation conferences,
- Provide feedback in a timely fashion either in writing or verbally. Consultants and APs will provide support to teachers based on recommendations and teacher goals.
- Engage in mid-year and end of the year conversations with teachers
- In daily common planning sessions, teachers will engage in lesson study twice a week
- Common planning time will be utilized by teachers to develop curriculum, refine units of study and share best practices.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Title I Priority Focus
Blueprint for School Improvement Funding

Service and program coordination

- Title I Priority Focus money will be used to purchase Skedula which will provide a timely feedback to students and parents on student progress in each course.
Title I Priority Focus
- Blueprint for School Improvement funds will be used to support building capacity around CCLS aligned tasks
Blueprint for School Improvement AUSSIES Teaching Matters
- Title I SWP funds will be used further build capacity.
Title I SWP: (AUSSIES)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Develop consistency in teachers' capacity to create rigorous tasks that align to key standards resulting in higher levels of cognitive engagement for all learners. Quality Review 2010-2011 (1.1)

Tenet 3)CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve student achievement through high expectations and rigorous tasks for all students in Science, Math, Social Studies and ELA so that by August 2013, all students will demonstrate at least one level of growth in literacy and math targeted standards as evidenced by gap analysis rubrics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices and engage in a cycle of lesson study

- Teachers, Lead Teachers, and AP will align student scholarship to the passing rates on Regents exams and growth on key common core literacy and math standards. Based on this alignment develop a uniform grading policy that promotes this alignment to better support all students.
- Differentiated Professional Development on site conducted by lead teachers and with Coaches and Network CFN 112 staff
- All students will engage in Literacy and Math tasks aligned to common core and NYC DOE identified power strands in the common core. Inquiry time will be utilized to identify gaps in knowledge and skills and strategies will be devised to be shared and utilized throughout the school to address deficiencies. Teachers will develop capacity to embed rigorous tasks throughout instructional units by creating their own PBA's.
- Math, Science, Social Studies and ELA, with the assistance of master teachers and network and consultant support will implement and refine curriculum maps and units of study based on the common core standards.
- Teachers will use Datacation to give feedback to students and parents on student progress in each course.
- Teachers of CTT classes for special needs students will be given support by the coordinator of SWD and the Instructional AP.
- Accelerated classed will be available in 9th and 10th grades to advanced students so they will be eligible for AP English Language and Composition and AP English Literature and Composition, AP World History and AP US History in their junior and senior years.
- Teachers will use Acuity periodic assessments, analysis of student work products, performance based assessment findings, pre- and post assessment data and blended learning opportunities to differentiate lessons based on student strengths and weaknesses
- The cabinet will utilize the Danielson Framework in evaluating teacher effectiveness, teaching and learning, student support and school climate and culture.

- Students will be given the opportunity to attend after school and during school blended learning targeted credit intervention programs to help them pass regents, make up failed classes, and master content throughout the semester for their regularly scheduled classes via after-school tutoring.
- Increased inter-visitation among Humanities/Math and Science staffs both within the building and outside to share best practices.
- Study groups will be created according to teacher developmental needs as assessed by master teachers and administrators.

ELL's and SWD's:

- Teachers of ELLs and SWDs and the AP will align the curriculum to match the ELA standards for general education students. Special Education ELA teacher(s) will be included in all department meetings and professional development sessions.
- Teachers will work collaboratively with the AP to further develop ICT classes at all levels for special needs students.
 - Push-in ESL services will take place in select content area classes.
- Teachers will meet periodically to plan and evaluate curriculum.
- Teachers will use Classroom Inc (9th grade students) and our Writing Matters academic writing class to support students in gaining necessary literacy skills for the 21st Century
- Teachers and APs will participate in research based protocol for aligning instruction to student's needs that involves inter-visitations and examining student work for evidence.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Blueprint for School Improvement

Service and program coordination

- Title I Priority Focus, Title I SWP and Blueprint for School Improvement money will be used to support teachers to implement and refine curriculum maps and units of study based on the common core standards.
- Blueprint for School Improvement funds will be used to support building capacity around CCLS aligned tasks
Blueprint for School Improvement (AUSSIES, Teaching Matters)

AUSSIES and Teaching Matters will be providing quality, job embedded, on-going professional development in ways that support and sustain effective instruction. This professional development will be focused on maximizing student achievement and is directly linked to the school's learning goals; uses data, both from formal accountability systems and from internal monitoring programs, to guide decisions about instruction and professional development; is school based and embedded in the participants' daily work; is research based in terms of both content and pedagogy; is sustained, rigorous and ongoing; is differentiated, takes into account teachers' previous experiences and learning styles, and builds on their knowledge; encourages reflection, inquiry, and dialogue in a collaborative learning community.

- Title I Priority Focus and Blueprint for School Improvement funds will be used to purchase an on line program which will support our level 1 and 2 students increase their literacy skills.
Title I Priority Focus
Blueprint for School Improvement
- Blueprint for School Improvement funds will be used to purchase College Summit, a program which will help our school to increase our college enrollment.

Blueprint for School Improvement

- Blueprint for School Improvement funds will be used to purchase iLearn, an online based program which will provide a blended learning targeted intervention program to help our level 1 and level 2 students.

Blueprint for School Improvement

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Improve teacher practices and academic tasks so that all lessons are challenging, differentiated, and extend student thinking to maximize learning for all students, with particular attention to students with disabilities and English language learners. Quality Review -2010-2011 and QR 2011-2012(1.2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To deepen our level of inquiry work in order to use the classroom level data gleaned from inquiry to inform our instruction so that by August 2013, all core content teachers will have engaged in conducting a gap analysis for at least 2 performance based assessments and conducted 2 cycles of inquiry on their common planning teams.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- Teachers on the 9th and 10th grade common planning teams will meet weekly to engage in cycles of inquiry.
- Teachers led by lead teachers will develop and use protocols to analyze teacher and student work
- They will use feedback and from their peers, consultants and administrators to create tasks and engage students in learning strategies that will lead to critical thinking, close reading of complex text, analysis and evaluation
- Teachers will engage in varied and differentiated professional development opportunities in order to create curricula, including units, lesson and tasks that are challenging, differentiated and extend student thinking
- Through inquiry, teachers will identify gaps in student skills, as per the common core standards, and revise learning opportunities for students to learn and master necessary skills.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants _Blueprint for School Improvement Funding and Title I Priority Focus

Service and program coordination

- Title I Priority Focus and Blueprint for School Improvement funds will be used to support our after school programs, Saturday School and Spring Intensive. PM School will start on September 24 and will end on June 7, 2013, T-F, from 3:00-5:00 PM. 6 Instructional teachers, 1 Secretary, 1 School Aide and 1 Assistant Principal will be part of the program. Spring Intensive will take place on March 23, 25, 26, 27, 28, April 6 and April 13 from 8:00-4:00 PM. 5 Instructional teachers, 1 Assistant Principal and 1 School Paraprofessional will be part of this program. Saturday/Regents Tutoring classes will start on May 17 and end on June 7, from 8:00-2:00 PM.
- Title III money will be used to fund an After School program that will service all ELL students who need additional support. This program will include 2 ESL teachers in small groups of students (10 each teacher). This program will provide ELL teachers with additional time to collect and analyze data around ELL student performance tasks.
- TL Blueprint for School Improvement will be used to fund per diem days in order for teachers to participate at professional development opportunities outside of school to adopt rigorous CLLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning. This will support 25 teachers of Math, ELA, Science and History.
- Title I Priority Focus and Blueprint for School Improvement will be used to improve students' literacy and mathematical skills towards College Readiness.
- Title I Priority Focus funds will be used to purchase 42 computers to increase instructional capacity.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Provide support for teachers in understanding and utilizing an inquiry based approach to collaborative planning and strategic decision making to focus on improved student learning. QR 2010-2011.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 all ninth grade students will have participated in an advisory program that promote student resiliency, good study skills, and college and career readiness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- All ninth grade students are scheduled for an advisory period every week.
- Ninth grade advisors will loop with students for their entire hs career
- Ninth grade advisories will focus on identity building, study skills, goal setting, conflict resolution and career exploration
- Advisory committee will meet once to twice a month to develop curriculum, engage in “kid” talk and plan for advisory expansion.
- 9th grade students will participate in team building activities and trips.
- Success will be evaluated based on student achievement outcomes and attendance
- Advisors set aside time to meet with CBO (partnership with children) and with guidance counselors to track students’ social emotional needs.
- 9th grade inquiry team will utilize information gleaned from advisory teachers and classroom teachers to provide action steps and interventions based on 3 indicators, academic performance, behavior, attendance.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.



Service and program coordination

- Title I Priority Focus and TL Fair Student Funding money will be used to support building activities and trips.
- Title I Priority Focus will be used to provide funds to support positive behavior and student attendance through a variety of activities/educational visits/trips.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. Our 2010-2011 QR report recommended that we deepen the level of parental participation in school programs and decision making to enable family understanding of and commitment to school goals (pg.5)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
Improve communication with family and community by improving parent attendance to school wide events, including but not limited to, PTA meetings by 10%.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Hire a community assistant to focus on building relationships between family and school and improving timely two-way communication between families and school.
- Improve attendance by families to school-wide events via phone-master, email alerts and one-on-one invitations.
- Provide resources for families in regards to important school information and community resources via parent information nights (minimum 2 per semester)
- Conduct workshops for parents based on parent feedback and choice via the Leadership Program (topics include – how to effectively communicate with your teenager)
- Build a collaboration between Student Council and School Leadership team and PTA so that a cycle of collaboration can be fostered among stakeholders (parents, students and staff)
- Implement Datacation school wide so that parents can have timely access to students' assignments, grades, attendance and direct email with teachers
- Enhance opportunities for parents to learn more about college and career readiness (college trips, Financial Aid Night, College Fair, Career Day)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Title I Priority Focus

Service and program coordination

- Title I Priority Focus will be used to provide parent engagement activities. This will take place with the use of an outside CBO/Partnership With Children.
- Title I Priority Focus will be used to provide funds to support positive behavior and student attendance through a variety of activities/educational visits/trips.
- Title I Priority Focus will be used to purchase Skedula. Skedula's linked systems will empower our administration, teachers, parents, and students by making it easy to view, analyze, and/or cross-reference data. It will help our school to actively assess new needs, address performance gaps, increase transparency, and promote academic success.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	90 minutes of daily instruction to 9th graders (English and a separate Writing Class) Remedial classes for students who need to pass the ELA Regents Regent Prep classes/After School Daily tutoring/one to one for targeted students in all grades Test prep materials Classroom Inc Aventa	Small group, one-to-one, tutoring, whole class	Before school, afterschool and some Saturdays
Mathematics	90 minutes of daily instruction to 9th graders Enrichment classes for students who need to pass the Math Regents Regents Prep classes/After-School	One-to-one, small group, whole class, tutoring	Before school, afterschool and some Saturdays

	Daily tutoring/one to one for targeted students in all grades Use of Acuity, Periodic Assessments/Test prep materials/Integrated Algebra Aventa		
Science	Enrichment classes for students who need to pass the Science Regents Regent Prep classes/After-School Saturday School Daily tutoring/one to one Test prep materials/Science online learning program/ E-Science/Castle Learning	One-to-one, small group, whole class, tutoring	Before school, afterschool and some Saturdays
Social Studies	90 minutes of daily instruction to 10th graders Remedial classes for students who need to pass the Social Studies Regents Regent Prep classes/After-School Saturday School Daily tutoring/one to one History Channel, Discovery Learning, Aventa, Castle Learning	One-to-one, small group, whole class, tutoring	Before school, afterschool and some Saturdays

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Classroom presentations, group counseling and one to one counseling. Also case conferencing. Case conferencing, initial referrals and collaborative team reviews.</p> <p>At Risk group counseling and individual counseling as preventative measures prior to initial referrals.</p> <p>SAPIS counselor handles substance abuse prevention via group counseling and individual counseling. We also offer condom availability program. Mental health referrals to Good Shepherd Services and St. Christopher Ottilie: Center For Family Life. Holistic Adolescent Referrals to the Door</p> <p>One-on-one and small group counseling – Partnership with Children (AIDP)</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We will attend hiring fairs, select and train new teachers, provide mentors for new teachers, support the work of lead teachers.

Action Plan

Interview, observe and coach student teachers from Hunter College assigned to Cobble

Teachers attend NTC mentor training so that they can serve as Mentors to new teachers

Lead teachers also provide mentoring and support to new teachers

New teachers are made aware of opportunities to gain additional college credits towards gaining additional certifications (especially hard- to –staff subject areas – ESL and Special Education

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Cobble Hill School of American Studies
347 Baltic Street.
Brooklyn, NY 11201

Anna Maria Mule', Principal

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; such as a Fall Holiday Celebration, an International Night and a Family Information Night
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events; including workshops on College and Career readiness, Career Day, College Night and Financial Aid Night
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; Utilizing Pupil Path as an ongoing communication tool with parents to provide parents with grades, homework, email to teachers, transcript and attendance information.
- Utilize the Phone Master to inform parents about important events, notices etc.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; updating the school website
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand; conducting a Freshman Orientation for parents in the Spring and Summer of every school year.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; These activities include Parent Information Nights, College Awareness Meetings, Financial Aid Night, Freshman Orientation Sessions, PTA Parent workshops, Awards Nights

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- Using Pupil Path and Datacation to ensure ongoing two-way communication between parents, faculty and students.
- Use of phone master to update parents about upcoming events and meetings and provide parents with notice of their child's absence to schools

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Kathy Rehfield	District 15	Borough Brooklyn	School Number 519
School Name Cobble Hill School of American Studies			

B. Language Allocation Policy Team Composition [?](#)

Principal Anna Maria Mulé	Assistant Principal Suzane Thomas
Coach Jessica King	Coach NA
ESL Teacher Louise Bauso	Guidance Counselor Mikeline Janvier
Teacher/Subject Area Maysa Jarara/Math	Parent Elvis Manzanares
Teacher/Subject Area Tiffany May/Science	Parent Coordinator Wanda Rodriguez
Related Service Provider Daniella Santangelo	Other Costas Constantinidis, APO
Network Leader Kathy Rehfield	Other Beatriz Rodriguez

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	668	Total Number of ELLs	50	ELLs as share of total student population (%)	7.49%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. Our pupil accounting secretary, Wanda Sheffeld and our ESL coordinator, Louise Bauso, attend this initial conference. If necessary, an in-school translator is used to help parents fill out this form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue, including a SIFE survey, and the Language Battery Assessment (LAB-R) is administered by Louise Bauso, our ELL Coordinator, when appropriate, to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents by our ELL Coordinator to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents are always requested to attend an individual intake interview and orientation with our ELL Coordinator, Louise Bauso. In this session she determines the student's former schooling and describes various programs available to ELLs. Parent brochures are disseminated in their native language to enrich their understanding of each available program, and a video describing program options is screened in the native language, if possible. Parents complete the parent selection form at this meeting and the school conforms to the parental choice selections. Parent selection forms are kept on file in the ESL classroom.

Based on the past three years of the parental program choices made on the Parent Survey and Program Selection form, trends show that parents generally opt for the ESL program that is already available at Cobble Hill. Approximately 15% of the parents of children new to the New York City public school system opt for a bilingual program after they have been informed that this program does not exist at Cobble Hill and placing their child in such a program would entail transferring their child to another school. However, they also understand that if enough parents request a program that is not available for their child, it is the school's obligation to create such a program based on their choice. As of this year, we do not have enough parental requests for a bilingual program in any one language to furnish such a program, and we remain solely an ESL school. Should such a program become available, parents expressing this as their first option would be informed by our assistant principal, Suzane Thomas. In the meantime, all ELL parents that either choose the ESL program or opt out of a transfer receive a Placement Letter indicating that their child has been placed in the freestanding ESL program. This program is aligned with parent requests of 85% of our parents.

Once a child is admitted to our ESL program, they receive instruction based on their proficiency score on the LAB-R as per state mandates. In the spring of each school year, all ELLs take the New York State English as a Second Language Achievement Test (the NYSESLAT), which tests the student's proficiency in all of the four language modalities: listening, reading, writing, and speaking (the

speaking subtest is administered individually). Listening and Speaking scores are combined into one proficiency level, as are Reading and Writing. The lower of these two proficiency levels is the student's overall proficiency level. It is the overall proficiency level that determines the student's minutes of ESL services the following school year. If a student does not test out of the ESL program with a score of Proficient on the NYSESLAT, the parents are sent a Continued Entitlement Letter in the native language the following fall. Parents sign the bottom of this letter and they are retained in student portfolios.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	2	1	7
Push-In														0
Total	0	0	0	0	0	0	0	0	0	2	2	2	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	8
SIFE	13	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	38	11	3	7	2	3	5	0	2	50
Total	38	11	3	7	2	3	5	0	2	50

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	9	3	2	22
Chinese										3	6	1		10
Russian														0
Bengali										1				1
Urdu														0
Arabic										3	6	1	5	15
Haitian										1			1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	16	21	5	8	50								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified. All explicit ESL instruction is delivered in a departmentalized, free-standing model this year. These groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Intermediate level students and their broad range of ability, we have divided them into low and high intermediate. Low Intermediate level students are grouped with the Beginning Section for two periods a day, and High Intermediate level students are grouped with Advanced students for two periods per day. Beginning level students receive a period of ESL instruction alone.

2. We have one ESL teacher who works with all three proficiency levels. We have grouped our ELLs accordingly:
- Beginning level students meet with the ESL teacher for three consecutive periods. The first period is reserved for English Language Development and use of language software. The second two periods are a literacy block in which they are combined with low intermediate level students. This totals 675 minutes per week. Because our school uses a block schedule, this over-servicing is a necessary intervention.

High Intermediate/Advanced are combined into one group that meets for a double period each day. This totals 450 minutes per week.

3. Our ELLs take math, science, and history course work with mainstream teachers. None of these teachers hold their ESL license, but they are learning about ELL strategies through our ESL teacher and literacy specialists that come into the building to work with the teachers. Strategies already in place include picture support, dictionaries and glossaries, word walls, modified language (oral and written), and differentiated assignments.

4. We are able to ensure that ELLs are evaluated in their native language in the following instances:

- Regents exams are provided in the native language when available; otherwise, a translator is brought in for oral translation and grading.
- When school staff is available for translation or interpretation, we make use of this for informal assessments. We are able to accommodate Spanish and Arabic but not Chinese.

5. SUBGROUPS

Plan for SIFE

A. Programming and Scheduling Information

There is urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for our 4 SIFE students. We will take the following steps with these students:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Content-area glossaries are provided
- Tell Me More language software accounts are set up for each student, and parent accounts will be made available as well, if applicable.

Plan for ELLs receiving service for 4-6 years

For those students receiving 4-6 years of service, we use the following procedures and resources to support our aim of having students reach proficiency on the NYSELAT during this time period and before becoming long-term ELLs:

- All students are encouraged to attend PM and/or Saturday School programs
- Students must use Auralog's Tell Me More software a minimum of two hours a week outside of school
- There is focus of vocabulary acquisition, and students are taught and assessed on a minimum of ten academic/SAT vocabulary words a week. This vocabulary is always taught within the context of the curriculum.
- There is also a strong focus on writing, in which ELLs in this subgroup receive the lowest scores on the NYSELAT. Students compose and publish a minimum of three portfolio items per marking period, including poetry, narrative memoir, research, and essays. Homework assignments are primarily journal entries.

Plan for Long Term ELLs

An analysis of long-term ELL scores on the NYSELAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
 - Encourage their participation in Empower 3000 and extracurricular programs to enrich their language and academic skills.
6. Our ESL teacher has attended a large amount of professional development that has aided her in making grade-level content comprehensible to ELLs. She also modifies content frequently for her students. Some basic strategies that are used in our ESL classroom are:
- Group-based learning to take advantage of the zone of proximal development. Students are grouped flexibly, and homogenous

A. Programming and Scheduling Information

groups are often referred to as “expert groups” and heterogeneous groups as “base groups.” This jigsaw style approach is a large part of the ESL classroom.

- QTEL strategies (Preparing to Read, Engaging with the Text, and Extending Understanding) are a regular part of the literacy block.
- Units of study are used with all ESL groups. These units (Immigration, Injustice, Peace Studies, etc) involve the study of literature as well as exposure to content area knowledge.

7. We have our ESL classes on a block schedule, but each period has a separate code so we are able to creatively accommodate diverse needs. For example, special education students or seniors, who are under scheduling mandates and constraints, may meet with the ESL or Speech teacher for specialized support rather than sitting within the larger ESL classroom. Matriculating TESOL student teachers are often available for additional instructional support. Our curriculum is designed to appeal to ELLs schema and interest, and additional projects are often designed for students with diverse interests.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	none			
Social Studies:	none			
Math:	none			
Science:	none			

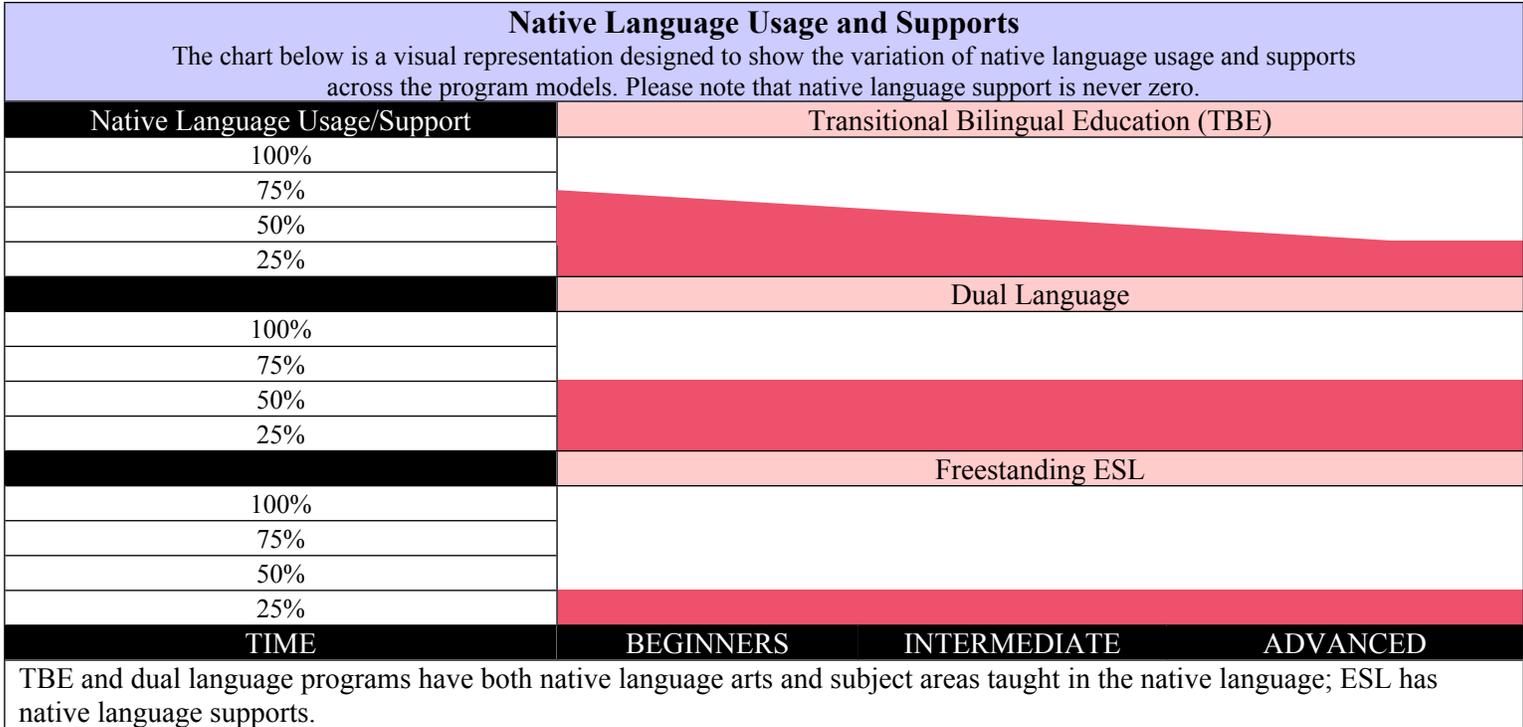
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted Intervention for ELLs

We have several structures in place and available to ELLs as targeted intervention. Each ELL student participates in one or more of the following, depending on their needs:

- Beginning level ELL students may participate in a student tutoring program with bilingual students who have tested out of ELL services.
- Title III monies will be spent on extracurricular instruction for ELLs, including Regents preparation and language development through the arts.

All ESL students are afforded equal access to school programs. This is accomplished by daily announcements in the ESL classroom, which are translated when necessary. Parent outreach is common and a luxury we are afforded by having such a small program within Cobble Hill. Our ELL Coordinator is in regular contact with all ELL parents.

9. Plan for Continuing Transitional Support

For the past two years we have had 15-20% of our ELL students reach proficiency on the NYSESLAT. A year of transitional support is available to these students in their continuing participation in the ESL program, but we do not give each child this automatically and instead make a decision on a case-by-case basis through a conversation between our ESL teacher, Assistant Principal, and Guidance Counselor. At this point we have no students in need of transitional support, but will make these services available to any student who is deemed in need of them or requests such services.

All prior ELLs continue to receive testing accommodations for two years following their exit from the ESL program. These accommodations were outlined in a letter from the superintendent in September 2008 and include the following:

- Time extension (time and a half)
- Separate location (ELLs and Former ELLs are generally tested together)
- Third reading of the Listening Selection on the English Regents Exam.
- Bilingual glossaries are provided for use during state tests
- Simultaneous use of English and Alternate Language Editions of state exams is approved for use by ELLs and Former ELLs
- For lower-incidence languages, we use school faculty or a hired translator to give students an oral translation of state tests.
- When taking a state test in with a native language translation, students are allowed to write their responses in their native language as well.

10. We have arranged an after school tutoring program which many students are taking advantage of (5-10, daily). Saturday programming will begin in the Spring semester, and ESL students will either attend content-area credit recovery courses, or an ESL

program, tentatively called "Saturdays at the Library." Participating students would meet at the public library each Saturday for self-directed research/study with their ESL teacher. Another program that would be beneficial to ELLs would be a Mentoring Partnership. This is where ELL students who express an interest in an area not covered during the school day (music, arts, journalism, etc.) could meet with a mentor to explore this area. This greatly depends on our ability to find a way to pay artist mentors through Title III funding.

11. We are discontinuing our Global History after school program and our Saturday "We are New York" program for parents and students. Students now receive Global History support in small groups during the school day and during after school tutoring programs. "We are New York" will be replaced with targeted Regents preparation after school and Saturday small group instruction.

12. Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday/PM School: These classes support Regents preparation as well as credit recovery. ELLs do not attend these supplementary courses unilaterally, but instead are required to attend only if a) they have already failed the Regents exam for this subject, b) they need to recover credits in this subject area, or c) if they are a new immigrant that has arrived in the middle of the school year. Thus far, we have initiated an after school tutoring program that is open to all ELLs and will support credit accumulation as well as Regents preparation. We are tentatively planning a "Saturdays at the Public Library" series in the spring where students will meet with their ESL teacher at the library and work on self-directed research/study.
- NYC Acclimation Field trips: Beginning level ESL students take monthly field trips to different cultural institutions in the community, as well as public libraries, to familiarize them with navigating the city and the resources available within it. Intermediate/Advanced student will take frequent trips to the public library and institutions related to our curriculum.
- Extracurricular Arts Programs: ESL students are targeted to participate in extracurricular programs for the Arts during the spring semester. Pending funding and availability, ESL students participate in a film-making workshop with Alejandro Duran (The Digital Project).

13. Instructional Materials

The Freestanding ESL program does not use a particular text, instead utilizing a focus on literacy instruction. This includes the use of high interest/low level texts. The exception to this pattern is when materials are used to familiarize students with the state assessments or for beginning level students who are recently-arrived immigrants.

Instructional Materials by Proficiency Level

Beginning

- Teacher-designed curriculum following an American History sequence (We Were There, Too, ed. Phillip Hoose, assorted picture books addressing American History content, multiple sources to build schema – film clips, artwork, music, and poetry.)
- Supportive websites: www.usalearns.org (English), www.jmap.org (Mathematics), www.brainpop.org (Science and Social Studies)
- Skill Sharpeners
- 50/50 Cooperative and Communicative Learning Tasks (Warren Wilson and Roger Barnard)
- All writing published in Google docs

Intermediate/Advanced

- Teacher-selected short texts/poetry/novels dealing with theme of social justice and peace studies
- Teacher-generated worksheets/matrixes/projects
- Weekly vocabulary lists compiled from current events articles and SAT tests
- Teacher-selected film/music/images to support student contextualization
- Grammar Connections (Heinle/Cengage)
- All writing published in Google docs and on class blog (cobble.edublogs.org)

Extracurricular

- Global History textbooks and workbooks
- Global History library with over 50 titles
- Footprint Reading Library Collection (nonfiction readings)
- Jefferson Math Project videos
- World English series (Heinle/Cengage)
- Teacher generated grammar activities

Content Area

- Bilingual content-area glossaries
- Content area textbooks and teacher-generated materials
- Jefferson Math Project videos
- Low-level picture books on content area topics
- Brain pop website with supplementary videos

On a case-by-case basis, content area teachers and our ESL instructor provide materials specific to students' ages and grade levels. We are in the process of compiling a resource library with multi-level resources for all topics within our content area classes' scope and sequence.

14. Native Language Support

Bilingual dictionaries and word-to-word glossaries are available for all languages present in the ESL classroom. Cognates are explicitly taught to Spanish-speaking students. Often the ESL teacher pauses at an important vocabulary word and has higher level students translate into all of the languages present in the room. Online videos showing math lessons are made available to students in English, and are also available in Spanish on www.jmap.org. Students proficient in Spanish continue to develop their native language skills through the use of Empower 3000 Spanish Language Edition.

When possible, we include native language support for ELLs in content-area classrooms as well. This policy includes:

- Each student is provided with a native-language word-to-word glossary for their content area classes if it is beneficial to the student.
- All ELLs travel with a bilingual dictionary for all of their classes
- Teachers are instructed to use translation software and images for important terms within their curriculum.
- All math lessons are available to students in English or Spanish using the Pearson website.
- Student and teacher translators are available for Spanish and Arabic, our primary two language groups.

15. Required support the ELLs' ages and grade levels, and the resources correspond as well.

16. As another support to ELLs, we offer a bridge program for incoming 9th graders the summer before they begin their freshman year. Many ELLs participate in this program, which acclimates students to high school procedures and curriculum. Unfortunately, the majority of our new admits arrive during the school year and unable to participate in the Bridge Program.

17. Some of our ELL students are programed for Spanish Language classes, while others take the LOTE exam and receive their language credits through this test.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Content area teachers meet with our ESL teacher on a weekly basis during school common planning time. Often content area teachers who are struggling with their ELLs choose to spend additional time for articulation during lunch breaks or prep periods. These meetings are either one-on-one or small groups based on the content area.

These regular meetings compose the majority of teacher professional development in teaching English Language Learners, unless the teacher decides to participate in one of the trainings offered by the New York City Department of Education.

During these meetings, curriculum and resources are discussed. Our ESL teacher either provides additional resources for ELLs or commits to finding them for student use. A variety of suggestions of ESL modifications are made to content area teachers, and often our ESL teacher will outline and model a QTEL task that would be appropriate for the curriculum. Teachers often discuss specific concerns they having with ELL students in their classrooms.

The time spent on articulation and professional development far exceeds the mandatory 7.5 hours required by the Department of Education. All meetings are logged and documented in the ARIS Inquiry page for ELL Articulation as individual discussions. All pertinent teachers and administrators have access to this page for later consultation.

Professional development is provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o Familiarizing staff with language proficiency levels, ELL identification procedures, and ELL scaffolds.
 - o Collaboration and conferencing between content area teachers and our ESL instructor.
 - o Communication of ESL strategies and methods through electronic and written memorandums.

Workshops taken by our ESL teacher have included:

- Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
- Conversation Partner Training, International Center of New York, September 2008
- Presidential Elections Past and Present, Museum of the City of New York, November 2008
- Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
- BESIS Orientation, December 2008
- World Languages Education for Our Future: Curriculum, Practices, Resources, and Technology, February 2009
- Shakespeare Teaches Teachers, Brooklyn Academy of Music, Spring 2009
- Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
- Exploring Identity: Museum of Modern Art, March 2009
- Seminar on Race and Racism, Cullman Center for Writers and Scholars, New York City Public Library, July 2009
- Seminar on Teaching Mary Shelly's Frankenstein, Cullman Center for Writers and Scholars, New York City Public Library, November 2009
- Facing History and Ourselves Immigration Seminar, July 2010
- Journeys of Nonviolence: Gandhi and Chavez, Ahimsa Center, Cal Poly at Pomona, July-August 2011

All pertinent information from these trainings is turn-keyed to content area teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. In general, our ELL parents are involved with and supportive of their child's education. They are readily available by phone. However, many of them have difficulty making it to events due to work constraints. This statement could be extended to the majority of the parents at our school.

The Leadership Program does several workshops for parents throughout the school year, and all ELL parents are informed by phone or in writing. All parents are invited to participate in the Parent Teacher Organization. Our ESL teacher uses Title III money to create community with ELL parents by taking them on ESL outings on weeknights or weekends (performances, etc). Parents have an open invitation to attend any fieldtrip the ESL class takes during the school day.

2. This year we are looking into a partnership with Learning Leaders, a community based organization that offers free classes to parents.

3. Our ESL teacher is in regular contact with parents and available to meet with them at any time. An extensive intake interview is done with parents when their child is admitted, and needs are ascertained at this meeting.

4. Our parents struggle with helping their children with their homework. Our bilingual Parent Coordinator, Wanda Rodriguez, works to inform parents of available SES tutoring services. Parents are kept abreast of school activities by phone contact with Ms. Rodriguez or the ESL teacher.

- Parent Teacher Meetings: In general, the parents of ELLs at Cobble Hill are very responsive to school involvement and take an active role in their children's education. Our ESL teacher is in regular contact with parents by telephone and email, and parents meet with her in person a minimum of three times a school year. There are two parent-teacher conferences, and ELL parent attendance is very high. In addition, there is an initial conference/orientation designed for the parents of new admits, but often attended by other parents as well. This orientation session takes place with on an individual basis for the parents of students who arrive in the middle of the school year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	6	0	0	9
Intermediate(I)										7	9	3	7	26
Advanced (A)										6	6	2	1	15
Total	0	0	0	0	0	0	0	0	0	16	21	5	8	50

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	1	0	0
	I										4	8	2	0
	A										5	4	2	6
	P										6	6	2	2
READING/ WRITING	B										3	6	0	0
	I										7	9	3	7
	A										6	4	2	1
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9	0	1	0
Integrated Algebra	3	16	0	6
Geometry	0	3	0	3
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology				
Chemistry	1	0	0	0
Earth Science	0	4	0	0
Living Environment	3	12	0	3
Physics				
Global History and Geography	0	11	0	8
US History and Government	0	6	0	1
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

I use a combination of teacher-written diagnostics and the Acuity ELL Periodic Assessment to assess my students' literacy skills. Ultimately, we use NYSESLAT proficiency data to program our students. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our ninth grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate, causing them to remain at the advanced level.

Language Assessment Battery (Revised)

LAB-R results indicate that the majority of new admits to Cobble Hill this year are coming with little to no knowledge of English and often have interrupted formal education. Many of the interventions in place this year were created in response to this subgroup of ELLs.

- During the extended day sessions, Beginning Level ELLs/Newcomers will receive tutoring in their content area classes with a focus on academic language development.
- Utilization of Tell Me More software and Read 180 to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.
- Small group NYSESLAT preparation for x-coded ELLs who are not programmed for ESL classes, as per IEP.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

It is clear that for ELLs that attended some high school in their native country, it is preferable to take the exam in the native language with simultaneous use of English and native language editions. We will make sure this option is available to all of our students during all three testing windows of 2010-2011 schools year. We will hire a translator for lower incidence languages.

Last year we began using Acuity Periodic Assessments for ELLs, which are administered 4 times throughout the school year. This summative assessment takes the same format as the NYSESLAT and is thus very beneficial to students. They can track their progress in the different language modalities while becoming familiar with the format of the NYSESLAT. Our ESL teacher uses the results of the

Acuity Assessment to teach specific types of NYSESLAT questions throughout the school year, rather than spending half of the class time in April on creating opportunities for active meaningful engagement.

We have only administered the Acuity Periodic Assessment once so far this year, so it is difficult to see definitive student gains; however, after reviewing the results of the first assessment, our ESL teacher has added several weekly listening prompts to her curriculum after noticing many students received low marks in the listening section. The assessment also revealed deficits in certain reading and writing questions, so these skills, which were already part of the curriculum, remained part of it. To prepare through the school year is far preferable.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas,
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

We will have periodic evaluations throughout the course of the year to determine the success of our ESL program by using:

- Acuity Periodic Assessments
- Student/Teacher Conferencing
- Formal Assessments (quizzes, dictations, targeting listening activities, and essay-writing)

Ultimately, NYSESLAT scores will determine the success of our program as students move from one proficiency level to another.

Part VI: LAP Assurances

School Name: <u>K519 Cobble Hill HS</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Maria Mule	Principal		
Suzane Thomas	Assistant Principal		
	Parent Coordinator		
Louise Bauso	ESL Teacher		
	Parent		
Maysa Jarara/Math	Teacher/Subject Area		
Deborah Fitzgerald/Pre Law	Teacher/Subject Area		

School Name: K519 Cobble Hill HS

School DBN:

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
	Coach		
Mikeline Janvier	Guidance Counselor		
	Network Leader		
Daniella Santangelo	Other <u>Speech</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **15K519**

School Name: **The Cobble Hill School of American**

Cluster: **1**

Network: **112**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Utilizing the ethnicity chart on our school report card, the Home Language Survey and Walk-in appointments from parents, we were able to ascertain our translation and oral interpretation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

On-going discussions with guidance department, SLT determined that written translations are needed in Arabic along with Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All correspondence will be translated in parents' primary languages (Arabic and Spanish), by in-school staff (teachers and guidance counselors). We will also utilize the Translation and Interpretation Unit during Parent teacher conferences and important family meetings.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When needed, the school staff, including teachers, family worker, or assistant principal is available to translate in Spanish. Two members of the pedagogical staff are fluent in Arabic.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Information on how parents can obtain translation and interpretation services will be posted in English, Spanish and Arabic on the Parent/Community Information Bulletin Board. The School Safety Plan will incorporate procedures as to how parents will be able to communicate with the administrative staff if English is not their primary language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Cobble Hill School of American	DBN: 15K519
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ELA Regents Prep After School Program

Beginning in December, after school and Saturday sessions will be conducted for the 6 students scheduled to take the English Regents in January. A licensed ESL teacher will work with these students during the sessions to familiarize them with a range of literary genres and foster a love of literature. In addition, we will familiarize students with a variety of reading strategies, literary elements and devices with which they need to be familiar in the ELA Regents. Supplementary material will be bought with Title III funds (class sets of short novels and collections of short stories, etc.).

There will be a total of 7 sessions (3:00-4:30 PM January 3-17, and from 9:30 AM to 12:30 PM on Saturday January 19) totaling 12 hours.

We will repeat this preparation in May and June for all juniors and seniors who have not yet passed the English Regents (approximately 8 students).

After School Program/Content Area Support

Throughout the school year, our two certified ESL teachers will assist students as needed during after school hours. These enrichment sessions will offer support with homework, projects, and use of online resources for students who are struggling in their content area classes. Any student who has failed math, science, or history for the 1st marking period of each semester will be required to attend. These enrichment sessions will enhance academic language and achievement in the targetted content areas for ELLs. These sessions will take place on Tuesdays and Wednesdays from 3:00-4:00 (February - May 2013). This open-ended format will allow students the support they need for success in content classes. Title III funds will be used to purchase informational texts at appropriate reading levels to support students with modified materials (National Geographic, Attanasio and Associates). 76 hours of after school support will be offered as needed throughout the school year.

Part B: Direct Instruction Supplemental Program Information

Saturday Academy in Living Environment/Integrated Algebra

The bulk of our ELL population is the 9th grade this year (23 students out of 49 total, 47% total). During the spring semester, all 9th grade students taking the Integrated Algebra and Living Environment Regents will receive Saturday Academy in one of these two content areas. The academic and linguistic enrichment that we focus on will be determined in the Spring based on data derived from the passing rate of this focus group in their coursework and on mock Regents. The sessions will be facilitated by one of our certified ESL teachers in conjunction with a certified content area teacher. Both teachers will attend each session. Sessions will take place from mid-April to late May from 9:30-12:00 PM (4/13, 4/20, 4/27, 5/4, 5/11, 5/18, and 6/1) and total 35 per session hours (7 sessions x 2 teachers x 2.5 hours = 35 hours). Support materials will be purchased with Title III funds (National Geographic Science materials and math technology software from LearnBop).

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our ELL teacher/Program Coordinator (Louise Bauso) conducted an introductory session for all staff in November, reviewing general information on ELLs and language acquisition. ESL teachers will continue to meet with staff throughout the school year on a monthly basis during our weekly common planning sessions to address/review specific needs and concerns.

In addition, content-specific support materials will be made available to teachers in our the ELL Resource Library located in the ESL classroom. Additional texts for this library will purchased with Title III funds. This library will focus on both books on language acquisition strategies as well as lower level content area texts for use during our Title III after school/Saturday sessions.

During the spring semester, our ELL Coordinator Louise Bauso will meet with content area teachers by department to give information on how to support ELLs in specific content areas. Workshop topics will focus on content-specific CALLA strategies for ELLs (March, all science teachers working with ELLs; April, history teachers; May, math teachers).

Part C: Professional Development

Our ESL teachers and 5 other members of faculty will implement a Writing Matters curriculum with all 9th graders and ELLs. A Writing Matters specialist Linda Wolvek will visit the school biweekly to work with ESL teachers and others implementing a Writing Matters curriculum. Professional development will be provided on Mondays once a month, from 2:15 to 3:00 PM, from October 15 to December 15th.

We have determined that this curriculum will be beneficial to ELLs at the intermediate level or higher. Based on the student data, we have found the area of writing to be a need for supplemental support.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents and students will be invited to attend several off-campus trips during the spring semester (local performances, films, and museums) The rationale is to support community development and foster a positive relationship between school and parents). In addition, these out of school trips will support the curriculum for ELLs, support community development, and foster a positive relationship between the school and parents. Parents will also be invited to publishing celebrations during the school day. Tickets and refreshments for these events will be paid for with Title III funds. Parents will be notified by our ELL Coordinator.

In addition, our ESL teachers Louise Bauso and Claudia Cravens will conduct a workshop on April 6, 2013 for all ESL students and parents entitled "NYCDOE Requirements and NYC Resources." Topics covered will include Regents and graduation requirements for students (including information on the NYSESLAT) and introducing parents to resources for learning English in New York City. Refreshments will be provided using Title III funds.

Parents and students will be invited to attend two performances during the spring semester at Brooklyn Academy of Music (March 13 and 14, 2013) that will provide an extension of instruction for students (Poetry Slam will extend a poetry curriculum during March, and a screening of "The Class" will extend instruction of a unit of study entitled "Language and Power." The rationale of these trips is to support the curriculum for ELLs, support community development, and foster a positive relationship between the school and parents. Parents will also be invited to publishing celebrations during the school day. Tickets and refreshments for these events will be paid for with Title III funds.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		